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BAYLOR UNIVERSITY BULLETIN
VOL. VIII. NO. 1

PUBLIC SCHOOL LIBRARIES

FOUNDED IN 1845
AN INDEPENDENCE, UNDER THE REPUBLIC OF TEXAS

JANUARY, 1905

ENTERED AT THE POSTOFFICE AT WACO, TEXAS, AS SECOND-CLASS MATTER

The John Crerar Library

LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS

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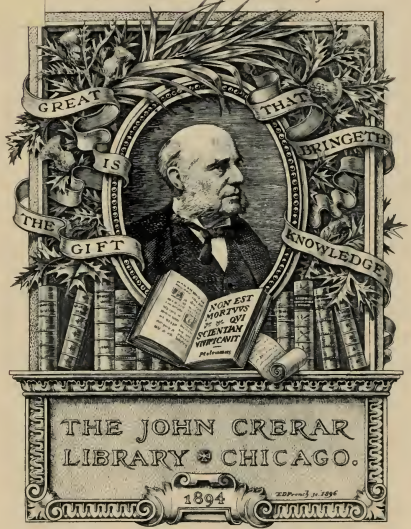

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Baylor University

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VOL. VIII. NO. 1

THE
LIBRARY

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BAYLOR UNIVERSITY PRESS

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M. SMITH
JUL 25 1952

Baylor University Bulletin

PUBLISHED QUARTERLY AT WACO, TEXAS, BY
BAYLOR UNIVERSITY
AND EDITED BY THE FACULTY

HENRY LEE HARGROVE, Ph. D.,
EDITOR-IN-CHIEF

EDITORIAL COMMENT

Watch for the announcements of Baylor's Summer Session.

* ** *

The leading article in this number was prepared by Baylor's Librarian, and will, we predict, prove a great help to the high schools and teachers of the state.

* ** *

We confess to be not a little gratified at the kindly reception given the last few numbers of the BULLETIN. We shall strive to be even more useful and to that end shall welcome suggestions and frank criticism.

* ** *

Our April number will be devoted to the study of science in the high schools. The professors of science in Baylor will have some good things to say. Dr. E. Emmet Reid will contribute the leading article. Send in names for free copies.

* ** *

At the recent State Teachers' Convention held in Corsicana a committee was appointed to equalize and adjust the courses of study in the various high schools of Texas. The BULLETIN has advocated this much needed

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Withdrawn from Crerar Library

uniformity, and rejoices that Superintendent J. C. Lattimore of Waco is chairman and that President Brooks is a member of this committee.

* ** *

And now staid old Yale has fallen (or risen?) intc the summer school habit. She is almost the last of the great institutions to succumb, but she had it to do. The summer school idea is a fixture and we might as well adjust ourselves to it. The economical trend of the American people will not permit the buildings, libraries, laboratories, and faculties of a great institution to be idle one-fourth of the time. Dr. E. H. Sneath is the head of Yale's Summer School, and many teachers from Texas should attend.

* ** *

Baylor's Summer Session will begin June 8 and last till July 27—making forty days of study. It will thus begin the same day with the Bible School—both beginning the next day after Commencement Day. It is believed that this plan will accommodate more pupils, especially since it will close ten days sooner and in time for the state examination for teachers. Dr. H. L. Hargrove has been appointed Dean, and the full faculty will be announced soon. It is hoped that the patronage of students and public school-teachers will be commensurate with the advantages. State Superintendent R. B. Cousins has ruled that the Baylor Summer School is entitled to the rank of an approved state Normal and the state examination will be submitted to those who attend.

PUBLIC SCHOOL LIBRARIES

JOHN E. SURRATT
LIBRARIAN OF BAYLOR UNIVERSITY

IMPORTANCE OF THE SCHOOL LIBRARY

"There is a gentle, but perfectly irresistible, co-ercion in a habit of reading well directed, over the whole tenor of a man's character and conduct, which is not less effectual because it works insensibly, and is really the last thing he dreams of..... It civilizes the conduct of men, and suffers them not to remain barbarous."

Thus spoke Sir John Herschel in an address at the public library of Windsor, England. But how few possess this "habit of reading well directed"! Our people, as a whole, are great readers, but the tons of trashy and even harmful literature annually turned from the press show that but few of us are well directed readers. Nor does one have to go far to find abundant evidence of the hurtful results, both to the individual and to society as a whole, coming from the reading of such literature. To the teacher of the public school, more than to any one else, is given the opportunity and the responsibility of forming in the man, while yet a child, a "habit of reading well directed." Statistics show that one out of four who graduate from the high school enters college, while only one out of twenty ever reaches the high school. So this healthy reading habit, so far as the large majority of people are concerned, must be formed before the child leaves the grammar school, if at all. The teacher who is himself a lover of books and has in his school a library adapted to the needs and tastes of his children would find it an easy and delightful task to impart to them a love for good books. Quoting from Sir John Herschel again:

"A taste for reading once created, there can be little difficulty

in directing it to its proper objects. But the first step necessary to be taken is to set seriously about arousing the dormant appetite by applying the stimulant; to awaken the torpid intellectual being from its state of inaction to a sense of its existence and of its wants. The after-task, to gratify them, and while gratifying to enlarge and improve them, will prove easy in comparison."

How can the "torpid intellectual being" be aroused to a "sense of its wants"? How can its desire for reading be created? Largely by reading, well directed reading. How can the child read unless he have books? He seldom has them at home. His text-books are alright so far as they go, but they are merely brief summaries,—introductions to the larger and more entertaining literatures of their respective fields, and were it not true that they are often uninteresting reading because of their style or lack of style, they would still be uninteresting to the child because compelled to study them.

A good library, under the management of a teacher who is himself a constant reader of good books, will not only supply the children with interesting and profitable literature and furnish the means whereby the teacher can create in them a taste for reading, but it will prove a storehouse of information to which both teacher and pupils will turn more and more to seek fuller answers to problems suggested by the text-book or arising in the recitation. A well selected library will be worth its cost of money and time in one year, if used for no other purpose than for reference. Nearly every question that arises in the mind of man has been thought upon by some other man whose thoughts are preserved in books. It is as much a duty of the state to provide the child with at least a few of the best of these books (sources of information) as it is to provide him with a school-house and a teacher, and it is as much the duty of the teacher to train the child how to *use* these sources as it is to have him memorize the lessons in the text-book.

By sources of information. I mean not simply ency-

clopedias, but I would include all serious literature, periodical literature, essays, biography, history, and even poetry and fiction. With the aid of its index (and no book should be put into the library that does not have an index) one can readily find every thing in the book bearing on his subject, and such practice will soon enable him to turn instinctively to the right author for the best discussion.

This brings me to the last advantage I would name that the library method of teaching has over the purely text-book method, namely, that "it teaches a man to do things" rather than "to know certain facts and principles." It "gives him intellectual power" instead of "cramming him with intellectual food." Quoting from a recent address by President Hadley of Yale:

"With proper use of the library, the pupil has exercise in the art of discovery and discrimination and selection, and is educated in those habits of wide observation and intelligent choice which are of most fundamental value in any department of the work of life to which he may be called. Men in every department of practical life—in commerce, in transportation, or in manufactures—have told me that what they really wanted from our colleges was men who had this selective power of using books efficiently. Anything which has been taught our college students as shop-work they generally have to unlearn at the beginning of their professional career. In any mere mechanical facility they find competitors without college training who surpass them in the details of execution. But if they know where to look for facts in books, and how to apply the teaching of those books, to novel and difficult cases, their services are valuable from the first, and inestimably valuable as time goes on. The vision of such men is not confined to the single shop or group of shops; they have the whole world before them as a field of study and practice. Their ability is not that of the dexterous operative, who can do his ordinary work to perfection, but tends to sink himself into the routine of that work; it is the ability of the industrial leader, equipped for any emergency that may arise."

This address was delivered at the opening of a university[1] library, but its principles are sound and apply with equal force to the education of the grammar or

1. At the dedication of the Library of Clark University, Worcester, Massachusetts.

high school pupil.

If this exhortation was needed in Massachusetts, a land of libraries, where every city, town, and village has its public library accessible to teacher and pupils, and where hundreds of schools, both city and rural, have in addition libraries of their own, thus enabling them to give the child training in the broader use of books from the time it learns to read till it graduates from the high school, how much greater stress should we lay on library work in Texas, where we have but few and weak public libraries, practically no school libraries, and where our college libraries are no stronger than those of the average high school of the North and East.

An illustration of this weakness of our educational system can be seen in our college students. Nine-tenths of those who enter Baylor, though capable of mastering any text-book, are perfectly helpless when attempting to do reference work. They do not know where to turn for help, whether to this author or that. The average student is so slightly acquainted with indexes and their use, that when the right book is placed in his hands, he is not able to find the passage or passages dealing with his subject. Some do not even know how to use an encyclopedia. These, representing graduates from the best high schools, academies, and colleges of the state, through no fault of their own, have failed to receive one of the most essential elements that go to make up an educated man, the ability to *use* books —to do reference work—and a "habit of reading well directed". In spite of the presence of the college library and the efforts of librarians and faculty to teach them how to use it, some slip through and finally graduate without becoming acquainted with any other books than their texts, and not knowing how to *use* any book as a tool.

But how about the fifty-nine people out of every

sixty who do not enter college? Except for some few rare minds, they never know anything else, never care for anything else, and are never able to appreciate anything else than the newspaper, the cheap magazine, and the cheaper novel. Here is a clear call of duty to the public school teachers of Texas. Every teacher should be a library missionary, establishing or arousing his people to establish school and public libraries, and then should labor unceasingly to instil into his children a love of good books and give them training in their use.

HOW TO START A LIBRARY

First know definitely why you want the library. Let your children and patrons, especially the former, know why you want it, and what is more important, why they want it. (They will be as eager as you when they begin to realize what the library will be worth to them.) Read and place in the hands of the more progressive of the patrons and friends of your school, "Why Do We Need a Public Library"[1], extracts from papers and addresses compiled by a committee for the American Library Association. "Right Reading for Children"[2], compiled by Charles Welsh, containing extracts from the writings of numerous educators and authors on the subject of the child's reading might be read by teacher and patrons with advantage. A publication of special value to the country school teacher in his efforts to establish a school library would be Vol. I, No. 18, of Southern Education[3]. This number is devoted to rural libraries, and like the pamphlet named above gives extracts and short articles on the importance of the school library, particularly that of the rural school. It also summarizes the methods employed in the various southern states that have rural libraries, and gives many helpful suggestions as to methods of arousing public interest, etc.

1. Five cents per copy. See Appendix A.
2. Free. See Appendix A.
3. Free. See Appendix A.

After the teacher, pupils, and a few of the patrons have been converted to the library idea, methods for raising funds should be considered. No rule can be given, but scores of methods will suggest themselves. "How to start a Public Library"[1], by Dr. G. E. Wire, should be read. He gives many helpful suggestions, outlines plans, and answers the arguments that the library missionary will have to meet. All he says will not apply to the school library, but his article will prove very suggestive.

It would be well to correspond with teachers of this state in communities similar to your own, where school libraries have been established.[2] Finally do not be discouraged if a large sum is not raised at first. Make a start no matter how small. A small well selected library under the management of an enthusiastic lover of books, one acquainted with the books in the library and knowing how to make others read and love them, will soon win for itself supporters—supporters who will take pride in furnishing means for its growth.

I wish here to call attention of the teachers of Texas to an organization that can and will be of aid to them in their work of founding and improving school libraries, but which greatly needs the co-operation and support of the teachers. I refer to the Texas Library Association. The membership of this association not only includes librarians but teachers and others interested in educational work. Its work is to unite and strengthen the existing agencies that are working for libraries and to create new interest in the movement. To make this work more effective the association is trying to get through the legislature a bill creating a State Library Commission.[3] Such a commission would be of great serv-

1. Five cents per copy. See Appendix A. The list on library economy (Appendix A) contains many articles on the importance and mission of the library, descriptions of school libraries, methods employed, etc.

2. A list of the school libraries having 1000 volumes and over is given in Appendix H. No statistics of smaller libraries are available. See Appendix I.

3. If this bill has not yet become a law investigate it and give it your support. A copy of the bill can be found in the "Hand Book of Texas Libraries".

ice to both school and public libraries. It would be composed of experienced librarians whose duty would be to furnish free to any community, information as to best methods of establishing, maintaining, and using libraries, and would from time to time publish for free distribution, lists of books suitable for small libraries. The most important work of the association, so far, was the publication, in 1904, of a "Hand Book of Texas Libraries."[1] This contains among other things the constitution of the association, sketches of all the larger libraries, public, school and college, of the state, and an exceedingly interesting chapter, and one that should be read by every teacher, entitled "The Children's Room," by Miss M. Sawyer, librarian of the Public Library of Tyler, Texas.

WHAT TO PUT INTO THE LIBRARY

When it has been decided that the school is to have a library and funds have been raised for it, the question arises: What kind of books should be purchased? Appendix C gives a list of bibliographies—indispensable guides in the selection of books, but local conditions will have to determine the exact character of books added. It will not be out of place, however, to say something about the general character of the books that should go to make up the library.

First, of course, should be books of a purely literary nature, books that are read for the pleasure of reading and for the mental and cultural training that comes from reading—books of history, travel, biography, essays, poetry, drama, fiction, and books on economical, sociological and religious topics.[2] Every one will agree to this. But to have a school library entirely of these would be a mistake, almost as great as that made by some small public libraries that have nothing but the latest fiction.

1. Free. See Appendix A.
2. Appendix F contains a list of such books suitable for a school library.

Another class of literature and one that is apt to be overlooked is the purely utilitarian—books telling how to do things and how to make things; books on toy making, electricity, sports, and athletics, gardening, pets, animal and plant life, etc.—books on candy making, doll dressing, flower-gardening, games, and parties. Many a boy and girl who has distaste for reading, whether natural or acquired, will be made to see the value of books and the pleasure of reading, when they learn that books will tell them about, and how to do, the things that interest them.

Every library should have a few good reference books. It is not necessary for a small library to have many or to have the more extensive, costly works, but "no library, however small and whatever its character, can be complete without a dictionary, an encyclopedia, an atlas, and a biographical dictionary".[1]

Finally, the library should subscribe for some good magazines,[2] the more the better. There are no books that can take the place of the Youth's Companion or St. Nicholas. A few of the standard reviews of current thought and events should also be taken. The Outlook, Literary Digest, and Harper's Weekly will be read and enjoyed by young readers. Every one, not only children, but grown people as well, even the school teacher, knows that there is nothing so attractive and readable as a bright new magazine. Not only should as many magazines be taken as funds will permit, but special effort should be made to keep and preserve them. Readers, both young and old, will soon learn to turn to files of magazines when seeking recreative reading, and especially when doing reference work. Containing articles on every imaginable subject, these files, when funds are available for binding[3] them, will prove a veritable store-

1. Appendix D contains a list of reference books adapted to school use.

2. See Appendix E for a list.

3. At Baylor not only is every copy of every magazine on the subscription list kept and bound, but thousands of back numbers have been obtained and are being

house of information for the teacher and older pupils in preparing themes, essays, debates, etc.

METHODS

Buying Books.—In buying a book, see that it is strong and neatly bound and that printing and paper are such as will not tire the eye. Avoid alike cheap and expensive editions, especially the latter. A book in a strong, attractive binding will not only have more readers but will receive more careful handling, and will last longer. Never buy subscription books, or from an agent. In either case you will lose from ten to twenty-five per cent. "In giving your orders, always try your local dealer first. If he cannot give you good terms, or, as is very likely to be the case, has not the imformation or the facilities which enable him to serve you well, submit a copy of the list to several large book dealers, choosing those nearest your town,[1] and ask for their discounts. It is economical generally to purchase all your books through one dealer, thus saving letter writing, misunderstandings, freight, express and general discomfort."[2]

Reference books can often be bought second-hand at greatly reduced prices. Most large libraries have received through donations, extra sets of encyclopedias, dictionaries, and other standard works of reference that can be bought for one half to one fourth of the cost price.

bound. Much of this binding is being done in the library by a simple but effective method that costs about ten cents per volume. A description of the method may be had by addressing the librarian.

1. There are responsible dealers in all the larger cities of the state. When visiting these cities make their acquaintance. They will give you fair discounts and will be able to do you many favors. For the benefit of those who are compelled to order by mail the following list of dealers has been selected at random: D. C. Heath & Co., Austin; American News Co., New York; American Baptist Publication Society, Philadelphia (branch h use in Dallas); Texas Drug Co., Dallas; Silver, Burdette & Co., Dallas; A. C. McClurg & Co., Chicago; Chas. Scribner's Sons, New York; John Wanamaker, Philadelphia; Baker & Taylor Co., New York; American Book Co., Dallas; Ginn & Co., Dallas; D. Appelton & Co., New York; Philadelphia Book Store sells recent books slightly used in Booklover's Library, at reasonable prices.

2. J. C. Dana, Library Primer, p. 63.

LIBRARY
UNIVERSITY OF ILLINOIS

The publishers[1] of new encyclopedias often take in exchange the publications of their competitors, and thus accumulate numbers of second-hand works of reference. These they will sell to libraries that are not able to, or will not, buy their own new encyclopedia. Almost every dealer[2] in the state sometime during the year has on hand or has opportunities to buy good second-hand encyclopedias, dictionaries, etc., etc.

The cheapest way to buy magazines is through subscription agencies. A list of agencies is given in Appendix E.

Government Publications.[3]—The national and state governments issue many publications that are of value in the smallest school library. In fact, on many important every day topics, the only information to be had is in these publications. A list of the more useful ones is given in Appendix G.

Utilization.—This is the most important chapter in library economy, and the one on which it is hardest to give any definite information or help without going at length into details. The library, no matter how small, should have some systematic arrangement. The following method would answer ordinary purposes in a small library. Larger libraries should adopt more exact and thorough methods.[3]

1. Write or stamp[4] in each book on the inside of the

1. Correspond with Dodd, Mead & Co., San Antonio.

2. There are many dealers in the North that make a specialty of this trade. Henry Malkan, 7 William St., New York, advertises standard works at reasonable prices.

3. "Every library has a larger or smaller collection of the documents of the city, the state, and the nation. To be of use such documents must be carefully classified and catalogued, and placed where they can be readily found, instead of piled up, as is often the case, in out-of-the-way corners where they cannot be consulted when wanted." —"Guide to Study and Use of Reference Books", p. 61.—Documents should be classified and catalogued with the other books of the library as described under UTILIZATION.

3. The best and most practical treatise on library methods is the Library Primer by Dana. The dollar it costs could not be more wisely invested, even by the smallest school library.

4. Rubber stamps can be made by almost any printer. The one given here cost thirty cents:

BAYLOR LIBRARY.

No.

front cover, the name of the library and the symbol "No."

2. Get an ordinary blank book with lines running across both pages. Use the double page for one, ruling it into seven columns as follows:

Date received	Accession No.	Author	Title	Vol.	Cost		Remarks
Jan. 15, '05	1	Ruskin, J.	King of Golden River			20	Worn out
Jan. 22, '05	2	Swift, D.	Gulliver's Travels			30	
Jan. 23, '05	3	Hawthorne, N.	Works	5	1		

ACCESSION BOOK, RUNNING ACROSS DOUBLE PAGE (REDUCED SIZE)

Enter each volume in the accession book the day it comes into the library. Enter only one volume to the line. Have lines numbered consecutively. Write the accession number of each book, in the book, where it is stamped, also on the bottom of some certain page. The last number used will be the number of books the library has received since its beginning up to that time. In the Remarks column enter the words, "lost", "sold", "worn out", etc.

3. Classify the books and arrange them on the shelves according to subjects, as for example: poetry, essays, fiction, travel, history, biography. The shelves might have slips posted on them bearing these words. In each book might be penciled the shelf it is to go on, as "history", "religion", etc. The larger the collection the more minute should be the classification[1].

4. As the library grows the need of a catalogue or index to its contents will be felt. This may be, (1) a simple author list, authors' names coming in alphabetic order; following each name would be the title or titles of all the author's works represented in the library. This would answer the question: "Has the library a book by a given

1. The decimal classification, by Melvil Dewey, now in general use, is very convenient and simple. The Abridged Decimal Classification and Relative Index, can be had from Library Bureau, Chicago, for $1.50. See A. L. A. Catalogue, part 1, in Appendix A.

author?" (2) The catalogue may have entries under titles answering the further question: "Has the library a book with a given title?" (3) Entries may be made for all subjects represented, whether a book dealt with only one subject, or like a book of essays dealt with many. This would answer the further question: "How many and what books has the library on a given subject?" A catalogue that has every book entered under author, title, and subject or subjects with all entries, placed together in alphabetic order, is known as a dictionary catalogue and is infinitely more useful than the simple author and title lists. It is much more difficult to prepare, however, and unless properly prepared is of little value. The greatest error that will be made will be of entering books on the same subject under different words. For instance, at different times, the library may receive three different histories of England. One you may enter under "England, history of," another "Great Britain, history of" and a third "History of England." Thus scattering the references to Great Britian throughout the catalogue and destroying its usefulness. "You can guard against this by looking through your catalogue to see what you have already written every time you write a new subject-entry-word, and by following out a previously devised plan in making your entries." The catalogue may be written in a blank book or on cards. The book form is the best if but few additions are to be made to the library in the future. For this, use a strong ledger. Give one or more pages, never less than one, to each letter, as the number of entries under the letter may demand. In order to determine the number of entries that will come under the letter and to get all entries in strict alphabetic order, make the entries first on slips of cardboard of uniform size. Take the books one at a time. Write on the top line of the first card the surname of the author, followed by his initials; on the line below, half an

inch to the right, the title of the book. On the top line of the second card write the title of the book, with the author's surname followed by his initials on the line below, indented one half inch. If the first word in the title does not indicate the subject of the book or if the book treats of more than one subject, write an additional card for each subject, writing the subject-word on the top line, the author's name on the second, and the title on the third. In the upper left hand corner of each card write the name of the shelf on which the book will stand, on the bottom of the card the accession number of the book. After cards have been written for all the books, arrange cards in alphabetic order by the first word on the top line. (In case of title cards, disregard "a", "an", and "the"). Then copy the cards into the ledger observing the same methods of indention, etc., as on the cards. Leave at least one blank line between the entry for each book.

Fiction — DICKENS, C.
Dombey and son
11

Biography — DICKENS, C.
Foster, J.
Life of Charles Dickens
21

Political Science — DOLE, C. F.
The young American
15

Fiction — DOMBEY AND SON
Dickens, C.
11

SAMPLE PAGE OF DICTIONARY CATALOGUE. THE WORDS "FICTION," "BIOGRAPHY," ETC., TELL WHAT SHELF THE BOOK IS ON

After the catalogue is written, if new books are added, their entries in the catalogue will have to come out of alphabetic order or a supplement will have to be made. Either will tend to destroy the usefulness of the cata-

logue. A better plan is to make the catalogue on cards[1]. This can always be kept in strict alphabetic order. In either case great pains should be taken to make the writing legible and to have all work uniform.

The books of a library may be accessioned, classified and catalogued according to the best methods and still be worthless. There must be a librarian—the teacher preferably—to bring the children and the books together. Part of the daily school work could profitably be spent in discussing, with the pupils, the use of the catalogue and reference books[2], what books to go to for help on class work, and in telling things of interest about books and authors[3]. Not only should they be taught how to use the library, as regularly and as systematically as they are taught their text books, but they should have an opportunity to develop originality in their choice of books, and to feel that they are following their own inclinations. To this end the rules should be few and elastic. The children should have *free access* to the shelves at all out-of-school hours. They should be made to feel that the books are theirs and for their use. This sense of ownership and feeling of pride in the library will be a better incentive to cause them to handle the books with care and with clean hands, than all the rules that could be devised.

There must be some rules, of course, but they should always be for the purpose of making the library of the greatest service to the greatest number of people.

1. The card used in all libraries is three by five inches. The cards are kept in a tray and secured loosely by a rod that runs through a hole in the bottom of each card. A tray, with full equipment of eight hundred cards and guides, can be had from the Library Bureau, Chicago, for $2.75. The Library Bureau has a free catalogue which contains pictures of trays, cards, etc. Any one with a little work could make an outfit from these pictures.

2. "Guide to the Study and Use of Reference Books: a Manual for Librarians, Teachers and Students", is what the title indicates and would prove especially helpful to the librarian teacher. See Appendix D.

3. A plan adopted by Dr. H. L. Hargrove of Baylor is to take each Freshman class to the library, at the first of the term, explaining the use of indexes, catalogues, encyclopedias, dictionaries, concordances, etc., and then to require each student to write a theme on the library and how to use it. He continues the work throughout the

If books are allowed to be taken from the library[1] there must be a charging system. A simple plan is to use a blank book, with the pages numbered numerically, giving a page to each borrower, and making an alphabetic index of borrowers in the back, each referring to the borrower's page. Write the borrower's full name and address at the top of his page. Enter below, using one line to the book, a brief title, accession No., and shelf name of each book taken out by that borrower, also the date it is taken and date[2] returned. A small fine of two cents a day, or five cents a week, should be imposed for over detention. Withdrawal of library privileges, for a few days, might be substituted for the fine if the latter would work a hardship on the child.

term by calling attention to different books in the library that would be of service in the preparation of lessons, and requiring bi-weekly reports from each student on the amount and character of library work. He gives practical drill in the art of finding information in books and judging the relative value of these different pieces of information, by assigning subjects to different students upon which they are required to report in class, giving lists of all the books, book chapters, and magazine articles in the library, on the subject and brief discussions on the more important ones.

This is elementary work and should be done in the grammar and high school, leaving the college student's time, free for more advanced work. But no progress can be made until the student has this training and it must be done in college if it is neglected in the lower schools.

1. The library will do its greatest good if patrons and friends of the school—the latter including every one not in the former class—as well as the children, are allowed to use such of its books as are not needed at the time by the school.

2. Stamp these dates, using a band dating stamp.

APPENDIX A

LIBRARY ECONOMY.

A. L. A. Catalog. 8,000 volumes for a popular library, with notes. 1904. Prepared by the New York State Library and the Library of Congress under the auspices of the American Library Association Publishing Board. Complete (parts 1 and 2): cloth 50 cents, paper 25 cents. Part 1 or 2, separately: cloth 25 cents, paper 15 cents. Government Printing Office, Washington, D. C.

Part 1: Class List with synopsis of decimal classification and subject index. Part 2: Dictionary Catalogue. This is the greatest aid to librarians that has ever been published. Get the dictionary part (2), check all the books in it that are in your library and then use it for a catalogue to your library. In both parts the decimal classification is used, making it an excellent guide in classifying. It would pay the smallest library to get parts 1 and 2.

A. L. A. Publishing Board. Library tracts:

5 cents each, $1.00 per 100 if ordered in lots of 500 or more.

1. Why do we need a public library?
2. How to start a public library.
3. Travelling libraries.
4. Library buildings.

A. L. A. Publishing Board, 10 1-2 Beacon St., Boston.

Cutter, C. A. Rules for a dictionary catalogue. 4 ed. Rewritten. Free, U. S. Bureau of Education, Washington, D. C.

A library using the A. L. A. Catalog, as suggested above, would not need to do any cataloguing.

Dana, J. C. A Library Primer. Library Bureau, Chicago. $1.

"Manual for small libraries. Advice on preliminary work, trustees, librarian, building, tools, book selection, buying, care, classification, cataloguing, charging, the reading room, reference books, reference work, etc."

Dewey, M. Abridged decimal classification and relative index. Library Bureau, Chicago. $1.50.

This will not be needed in small libraries that have part 1 of the A. L. A. Catalog.

Dewey, M. Simplified library school rules; card catalogue, accession, book numbers, shelf list, capitals, punctuation, abbreviations, library handwriting. Library Bureau, Chicago. $1.50.

Library Bureau. Library Catalogue. A descriptive list with prices of the various articles of furniture and equipment for libraries furnished by the Library Bureau. Free. Chicago and New Orleans.

A valuable aid to librarians.

Plummer, M. W. Hints to small libraries. John Lane, 67 Fifth Ave., N. Y. 50 cents.

"Chapters discussing routine best followed in starting a small library, giving such details as inexperienced librarians need. Suggestions as to simple and economical methods."

Public Libraries. Monthly except August and September. Library Bureau. $1 per year.

"Presents library methods in a manner especially helpful to small libraries."

Southern Education, v. 1, No. 18 (Rural Libraries). Southern Educational Board, Knoxville, Tenn.

Texas Library Association. Handbook of Texas Libraries. 1904. Free. Apply to P. L. Windsor, Austin, Texas.

Contents:

Preface, constitution, officers and members, historical sketch of Texas libraries, the children's room, essentials of a good library law, proposed law for Texas, American library association, state library commissions, Carnegie gifts. See page 9.

Welsh, C. Right reading for children. Free. D. C. Heath & Co., Austin.

World's Library Congress, papers prepared for, held at the World's Columbian Exposition, Chicago, 1893.

Free. U. S. Bureau of Education, Washington, D. C.

"Covers very fully the entire field of library economy."

MAGAZINE ARTICLES.

District School Library. Education, v. 10, p. 369.

Libraries and schools. Dial, v. 34, p. 73.

Library and the public. Popular Science Monthly, v. 51, p. 242.

Library and the public school. Educational Review, v. 8, p. 358.

Library Work in Schools. Education, v. 9, p. 390.

Library in a large city. Outlook, v. 71, p. 250.

Library in a small city. Outlook, v. 71, p. 253.

Each of these articles mentions work with children.

Public library a paying investment. Outlook, v. 73, p. 494.

Contains letters from ward superintendents of St. Louis Public Schools on results of library work in their schools.

Rural school libraries in North Carolina. Review of Reviews, v. 28, p. 338.

What libraries are doing for children. Outlook, v. 70, p. 420.

APPENDIX B

BOOKS ON THE SUBJECT OF BOOKS AND READING.

Every library and every literary worker should own at least one of the following. Many important articles on the subject are to be found in magazine articles and books of essays.

The notes here given were taken from Koopman's Mastery of Books and the A. L. A. Catalog.

Bacon, Francis Lord. Essays. Of Studies. Lee & Shepard, Boston. $1.50.

The most famous of all treatises on books and reading; it is contained in any edition of the essays; but may be profitably read with Whately's annotations.

Baldwin, James. The Book Lover. A. C. McClurg & Co., Chicago. $1.

This little book has reached its tenth edition and deserves all its popularity. It is really what it professes to be, "a guide to the best reading."

Carlyle, Thomas. Choice of Books. Houghton, Mifflin & Co., New York. 75, 40, and 25 cents.

An address delivered without notes to the students of Edinburgh University in 1866. It is rambling, but full of inspiration to scholarship and noble living.

Drummond, Henry. A Talk on Books.

Addressed not to brilliant students, but to those whom he calls "hopeful duffers." The speaker relates his own growth in knowledge and love of books.

Green, S. S., editor. Libraries and schools.

A useful hand book.

Koopman, H. L. The Mastery of Books: Hints on the Reading and the Use of Libraries. American Book Co., Chicago. 90 cents.

"Discusses, selection methods, memory, note-taking, periodicals, reference books, etc. Gives classified list of valuable books." Koopman is perhaps the most useful book in this list.

Larned, J. N. A Talk About Books. Peter Paul Book Co., Buffalo. 50 cents.

An address to high school students.

Matthews, William. Hours with Men and Books. Scott, Foresman & Co., Chicago. $1.50.

Contains his article on professorships, books, and reading. Few writers equal Dr. Matthews in power to stimulate love of reading.

Phelps, Austin. Men and Books. Charles Scribner's Sons, N. Y. $2.

Designed for the literary guidance of young pastors, but containing chapters on books that will be of value to the general reader.

Ruskin, John. Sesame and Lilies. G. P. Putnam's Sons, N. Y. 50 and 75 cents and $1.

Embodies the authors famous views on reading. More valuable, perhaps, as an incentive than a guide.

Van Dyke, John C. Books and How to Use Them.

A racy and suggestive book, by the author of the well-known work, How to Judge a Picture. It is one of the best treatises on reading and the use of libraries that has been written for college students.

APPENDIX C

BIBLIOGRAPHIES.

Only such bibliographies are here given as will be of service in choosing books for the school or small public library. The books in all these lists were selected by experienced librarians and teachers. By their aid the library, large or small, will be able to get the greatest number of the best books for the least money.

A. L. A. Catalog. Part 1. Government Printing Office, Washington, D. C. 15 cents.

The most useful of all guides for selecting books. Contains 8,000 volumes, for a popular library. Every book given is good. Entries arranged by subjects. Following each title is a short, concise, descriptive note giving the substance, value and point of view of the book. There are also symbols indicating "popular treatment," "readable," "reference book," "scholarly," "for young readers."

Buffalo Public Library. Class-room libraries for public schools, listed by grades; to which is added a list of books suggested for school reference libraries. Buffalo (N. Y.) public library. 31 cents.

"The chief purpose of this catalogue is to help the teacher find the book she wants to use in her work or to recommend to her pupils. It has been arranged for grammar school work, with special attention to American history, literature, and geography, nature study, holidays, etc. The catalogue does not pretend to be exhaustive, but gives under each subject-heading some available material, including fiction and poetry." Preface.

Carnegie Library of Pittsburgh. Graded and annotated catalogue of books for the use of the city schools. (Pittsburgh) Carnegie library. 50 cents.

"An admirable list, particularly useful on account of the annotations."

Hewins, C. M. Books for boys and girls. Library Bureau. Boston. 10 cents.

"A brief list prepared as a help in buying books, for

parents, teachers, and the smaller schools. Annotated."

Leypoldt, A. H., and Iles, George. List of books for girls and women and their clubs. Library Bureau, Boston. $1.

"A classified list of more than 2,000 selected titles, with notes prepared by specialists. The annotations are particularly interesting. One of the best selected lists." "The list is general and equally useful for boys and men."

New York. State library. Class list of a $500 library recommended for schools. Univ. of State of N. Y., Albany, N. Y. 15 cents.

"Includes reference books and books for teachers. The few notes mainly on editions, which are selected to meet school needs. Titles for $250 and $300 library also indicated."

New York. State library. A selection from the best books, with notes. Univ. of State of N. Y., Albany, N. Y. 10 cents.

"Issued each July. About 250 books of preceding calendar year, chosen with reference to needs of small libraries. Descriptive and bibliographical notes."

Welsh, Charles. Right reading for children. Free. D. C. Heath & Co., Austin.

Annotated graded list of the books suitable for children, for sale by Heath & Co.

Wisconsin free library commission. Suggestive list of books for a small library, recommended by the state library commissions of Wisconsin, Minnesota, Iowa, Nebraska, and Idaho. Free. Wisconsin free library commission, Madison, Wisconsin.

"A classified list. Its aim is to help book committees in small libraries."

APPENDIX D

REFERENCE BOOKS.

The titles given in first list below were selected by Mrs. Willie D. House, librarian of the Waco public library. Mrs. House has had several years' experience in the public schools and is in a position to speak with authority. She says: "This list, I believe, would meet almost every need of the teacher and pupil—indeed of almost any person except a college student."

Champlin, J. D., jr. Young folks' cyclopedia of common things.

"An attempt to bring cyclopedic knowledge within the range of a child's intellect. Articles very brief and simple. Index."

Young folks' cyclopedia of literature and art.

"Supplements to 'Young Folks' Cyclopedia of Common Things,' with biographic and geographic informa-

tion."

Young folks' cyclopedia of persons and places.

"Concise accounts of masterpieces of literature and art, including music, painting, architecture and sculpture."

Champlin, J. D., and Bostwick, A. E. Young folks' cyclopedia of games and sports.

"For boys and girls. Written from American standpoint with illustrations and historical information."

Champlin, J. D., and Lucas, F. A. Young folks' cyclopedia of natural history.

The above are published by Henry Holt & Co., New York, at $2.50 each. Ask for discounts on all purchases.

Webster's Unabridged Dictionary. G. and C. Merriam Co., Springfield, Mass. $5.

Bellamy, B. W., and Goodwin, M. W. Open sesame, 3 vol. Ginn & Co., Boston. 75 cents each.

Brewer, E. C. Reader's handbook of famous names in fiction, allusions, references, proverbs, plots, stories, and poems. J. B. Lippincott Co., Philadelphia. $3.50.

"Concise accounts of such names as are used in allusions and references by writers."

Bartlett, John. Familiar quotations. Little, Brown & Co., Boston. $3.

"Collection of passages, phrases and proverbs, both poetical and prose, giving sources in ancient and modern literature; chronologic arrangement. Index of authors and of most important words quoted."

World almanac and encyclopedia. New York World, N. Y. 25 cents.

"Invaluable for recent statistics, election returns, laws and other political information. Accurate; new edition every year."

Besides the reference works given above, if funds are available larger libraries should get Johnson's Universal Cyclopedia or the Eycyclopedia Britannica, provided second hand sets can be secured. Of the two, the Universal is, for general purposes, preferable for small libraries. The editions of Johnson's Universal from 1893-'99 were in 8 volumes. Later editions have 12 volumes and are known as Universal Cyclopedia. Though many articles of the ninth edition of the Britannica are out of date it is still the standard work of reference. Its articles are usually too scientific for popular use. Britannica omits biographies of living persons, but these are given in Universal.

The best aid in doing reference work and in selecting reference books, is:

Kraeger, A. B. Guide to the study and use of reference books. Houghton, Mifflin & Co. $1.25.

See Appendix G for list of public documents useful in reference work.

APPENDIX F.

PERIODICALS.

Submit lists of periodicals to any of the following subscription agencies for rates; also ask for their catalogues: Mutual Subscription Agency, Philadelphia; Bennett's Newspaper and Magazine Agency, Chicago; W. H. Moore, Brockport, N. Y.; Subscription News Co., Oak Park, Chicago; A. C. McClurg & Co., Dept. of Subscriptions, Chicago.

Though there are many good magazines published in the country, the following are among the best:

Birds and Nature (monthly) illus. $1.50.

Cosmopolitan (monthly) illus. $1.

"Exceedingly good for the price; has a good list of contributors."

Country Life in America (monthly) illus. $3.

Harper's Weekly. $4.

"The best illustrated weekly of this country."

McClure's Magazine (monthly). $1.

"Popular, copiously illustrated, good money's worth."

Outing (monthly) illus. $3.

The best magazine of athletic sports and outdoor life.

Outlook (weekly) illus. $3.

Combines the features of a monthly magazine and weekly newspaper. The best review of current thought and events. Its editors, Lyman Abbott and Hamilton Wright Mabie, are among the foremost students and writers, in America, on literary, political, and sociological problems. The contributors are all men and women of prominence.

Public Opinion (weekly) $4.

"A classified selection of current fact and opinion from the periodicals, notably newspapers; gives much space to politics and social questions; in its field can be very highly recommended."

Puck (weekly) $5.

"Humorous representation of the policies and doings of the nation. Cartoons are the best. More can be learned of the men and measures of the day from Puck, in half an hour, than from two hours heavy reading.

St. Nicholas (monthly) $3.

"Fully and handsomely illustrated. Best juvenile; and old folks will read it."

Youth's Companion (weekly). Perry Mason Co., Boston. $1.75.

Has the best short, clean, wholesome stories to be found anywhere. Not "goody goody" Sunday school stories, but real pieces of literature. Will be read by

old and young.

The usefulness of the magazines in a library will be more than doubled if the library can get one of the following indexes to periodicals:

Poole's index to periodical literature. Abridged ed., covering 37 periodicals, from 1815-99. Houghton, Mifflin & Co., Boston. $12.

Under every subject is listed all the magazines in these 37 sets that have articles on the subject, with numbers referring to volume and page. Thus under the word "China" is given a list of all the articles that appeared in, these 37 magazines during the years 1815-'99.

Readers' guide to periodical literature (monthly), W. H. Wilson Co., Minneapolis, Minnesota. $6 yearly.

Indexes 62 periodicals.

Library index to periodicals and current events (monthly). Publication office, 298 Broadway, N. Y. $3 yearly.

Indexas 40 periodicals.

APPENDIX F

The following list of books, suitable for high school libraries, was prepared by Dr. H. L. Hargrove, Professor of English of Baylor University.

The cover of the Baylor Theme Tablet contains the list of Home Readings recommended by the National Conference on College Entrance Requirements:

FIRST YEAR.

Brown, Dr. John, Rab and his friends.
Bulfinch. Age of fable.
Bunyan. Pilgrim's Progress.
Burns. Poems.
Burroughs. Sharp eyes.
Byron. Poems.
Cooper. Last of the Mohicans.
The Pilot.
The Spy.
The Deerslayer.
Curtis. Essays from the easy chair.
Dickens. Tale of two cities.
David Copperfield.
Eggleston. The Hoosier schoolmaster.
Franklin. Autobiography.
Goldsmith. Deserted Village.
Vicar of Wakefield.
Hale. Man without a country.

Hawthorne. House of Seven Gables.
Twice told tales.
The Blithdale romance.
Henty. Wulf the Saxon.
Hughes. Tom Brown's schooldays.
Irving. Sketch-book.
Life of Washington.
Kipling. Jungle books.
Kingsley. Westward Ho!
Water babies.
Longfellow. Poems.
Poe. Poems.
Pope. Essay on man.
Ruskin. The king of the golden river.
Scott. Kenilworth.
Marmion.
Shakespeare. As you like it.
The tempest.
Stevenson. Treasure Island.
Stowe. Uncle Tom's Cabin.
Wallace. Ben-Hur.
Warner. Being a boy.
Whittier. Poems.

SECOND YEAR.

Bacon. Essays.
Bryant. Poems.
Froude. Julius Caesar.
Gray. Poems.
Keats. Poems.
Lanier. Poems.
Malory. Morte D'Arthur.
Nicolay and Hay. Life of Lincoln.
Scott. Woodstock.
Lay of the Last Minstrel.
Lady of the Lake.
Seton-Thompson. Wild animals I have known.
Shakespeare. Richard II.
Midsummer Nights' Dream.
Romeo and Juliet.
Taylor. Views afoot.

THIRD YEAR.

Austen. Pride and Prejudice.
Blackmore. Lorna Doone.
Boswell. Life of Johnson.

Bulwer. Last Days of Pompeii.
Church. Roman life in days of Cicero.
Eliot. Romola.
Green. Short History of the English People.
Macaulay. Essay on Milton.
Parkman. Conspiracy of Pontiac.
Montcalm and Wolfe.
Ruskin. Sesame and Lilies.
Thackeray. Vanity Fair.
The Newcomes.
Webster. Bunker Hill Orations.
Plymouth Oration.

FOURTH YEAR.

Bryce. American Commonwealth.
Carlyle. Essay on Burns.
Heroes and Hero Worship.
Gaskell. Cranford.
Macaulay. Warren Hastings.
Milton. Paradise Lost (Book I, II.).
Ruskin. The crown of wild olives.
Thoreau. Walden.
Winter. Shakespeare's England.

APPENDIX G

The following publications[1] of the U. S. Government should be in every school library. They can usually be had free, by applying to the congressman of the district; or for a small price, from the Superintendent of Documents, Washington, D. C.

Abstract of the 12th census of the United States, 1900. 395 pp.
"The abstract is an epitome or digest of the contents of the ten volumes of the Twelfth Census."

A gazetteer of Texas, 2d ed., by Henry Gannett. 1904. 177 p. 7 plates.
(U. S. Geological survey Bulletin No. 224).
Contents: Area, topography and drainage, climate, forests, exploration and settlement, population, industries, lands and surveys, railroads, the gazetteer.

U. S. Congress. Official congressional directory.
Get the latest.

1. "Government Publications," published monthly at 1608 Prospect St., N. W., Washington, D. C., (fifty cents a year) gives lists of all late government publications that would be of service to the ordinary library.

The congressman, by the aid of indexes and catalogues furnished him by the government, can often tell what publications would be useful.

"Gives names and short biographical accounts of members of Congress, committees, reports, consuls, etc. A new issue for each session of Congress."

U. S. Dept. of Agriculture. Monthly list of publications. Issued monthly and sent free to anyone applying to department of agriculture, Washington, D. C.

Gives a list of all publications issued by the department during the previous month. Many of these publications, especially the Farmers' Bulletins, would be valuable in city as well as rural school libraries.

U. S. Industrial Commission. Final report; 1902. (The commissioner's report, vol. 19.)

Contents: Progress of the nation; agriculture; mining; transportation; manufacturers; trade and commerce; industrial combinations; labor; immigration; taxation; irrigation; appendices: 1, volume of production; 2, gold, absorption during current changes; 3, prices; 4, exports by counties; 5, exports by customs districts; 6, statistics of industrial combinations; 7, proposed amendments to Anti-trust Act; 8, British factory and work shop Act, 1901.

U. S. Bureau of Education. Report of the commission of education.

Annual. These reports contain a great deal of information of value to teachers. The bureau also issues circulars of information, each one of which is on some special educational topic.

Pinchot, Gifford. Primer of forestry. (U. S. Dept. Agriculture. Farmers' Bulletin No. 173).

Free from Department of Agriculture.

U. S. Congress. Biographical congressional directory, 1774 to 1903. (57th Cong., 2d sess. House Document No. 458.)

The Texas State government issues some publications that would be useful in all school libraries, could they be had free. Unfortunately these cannot be had unless purchased from the printer, except where a limited number of the publications of a department may be furnished by an officer of the department.[1]

Every school library should have:

Dept. of agriculture, insurance, statistics and history (of the state of Texas). Reports.

Contains miscellaneous information and statistics, concerning the history, resources, industries, government, etc., of the state not readily accessible elsewhere.

State Superintendent of public instruction (of Texas). Biennial reports.

1. The publications of most states are sent free to all libraries in the state. There is a bill to this effect now before the legislature. It is not probable that it will pass until it has more general support.

Full statistics of the work, financial condition,etc., of the public schools. Articles by the superintendent on the progress, needed legislation, etc.

Texas Legislature. Legislative record.

Gives all bills, speeches, petitions, etc. Enables one to keep in daily touch with the work of the legislature.

The Texas Almanac, published by the Dallas News (25 cents, annually) is good for general information.

Merchants' Association of New York. Natural resources and economic conditions of the state of Texas; report of an examination made by a special committee of the . . . association . . . , by invitation of the Governor and Legislature of Texas. 1901. Free. Merchants' Association of New York.

Merchants' Association of New York.

Contents—Introduction: Water supplies of Texas; agricultural conditions and resources; mineral resources; forest resources and lumber industries; health conditions and climate; manufacturing industries; labor conditions; transportation and export facilities; banks and financial interests; public educational institutions; Texas legislation and its tendencies.

Of most of the cities of the state descriptive handbooks have been published. These can usually be had free, from the Board of Trade, or Commercial Club of the city.

The publications of the universities can be had free. Some of these contain investigations or reports on subjects of interest and value.

APPENDIX H

Texas towns having Public School Libraries of 1,000 volumes and over:

Alvin	El Paso
Beaumont	Galveston
Bowie	Houston
Caldwell	Mexia
Cameron	Nacogdoches
Cicero	Orange
Cleburne	Paris
Corpus Christi	Sherman
Corsicana	Temple
Crocket	Waxahachie
Denton	Weatherford

See also Appendix I below.

APPENDIX I

In preparing this article on *public school libraries* I have been placed at a disadvantage because of not having sufficient information as to the condition and workings of the libraries that have already been established in the schools of the state. The U. S. Bureau has collected and published statistics concerning all libraries of 1,000 volumes and over, but no statistics are available of smaller libraries.

With the view of making further and more thorough investigations in the subject and of placing at the disposal of teachers and library workers knowledge gained by those who have had or may have experience in school libraries, I solicit from teachers answers to the following questions:

1. Post office; 2. Name of school; 3. Number of students enrolled; 4. Number of grades; 5. Of teachers; 6. Size and arrangement of building; 7. Location of library in building; 8. Date of founding school; 9. Of library; 10. Volumes in library; 11. Pamphlets; 12. Books (volumes and pamphlets) of (a) fiction; (b)history; (c) travel; (d) biography; (e) essays; (f) oratory: (g) poetry; (h) science; (i) useful arts (utilitarian); (j) philosophy and religion; (k) bound magazines; (l) reference books, etc.; 13. Accessions last year, (a) volumes, (b) pamphlets; 14. Source of income; 15. Annual income $——; 16. System of classification and cataloguing used; 17. (a) Number of magazines currently received; (b) Are back files preserved and bound? (c) Have you Poole's or other index to magazines? 18. Total yearly subscriptions, $——? 19. Rules regulating use of library, e. g., who may use the library? may books be taken out? for how long? how many hours and on what days is the library open? are the children allowed free access to the shelves? and to choose their own books? etc., etc.; 20. Who acts as librarian? 21. Is class instruction given in use of reference books, catalogues, resources of the library, etc? 22. By whom? 23. At what grade is the course introduced? 24. Give subjects, time required and outline of courses; 25. Do you think such courses desirable or necessary, and why? 26. (a) Do you have story or reading hour? (b) In what grades? (c) How often? (d) what effect has it upon the circulation of books? 27. What methods did you use in establishing you library? (a) Arousing public sentiment? (b) Raising funds? 28. Give at length methods you would recommend to teachers just beginning school libraries; (a) Raising funds; (b) Selecting and buying books; (c) Classifying and cataloguing, etc.; (d) Training children in the use of library; (e) Other points that would be helpful. 29. Name, grade taught (if in a school having more than one teacher), and permanent address, of teacher furnishing information.

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Books are the best of things, well used; abused, among the worst.

— Emerson.